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ABSTRACT

Twenty selected college and university outdoor programs are grouped along the points of Blaesing's "Continuum of Outdoor Program Delivery Systems" in this guide to planning, development, and modification of outdoor programming. Grouping was done on the basis of questionnaire responses by institutions according to these primary variables: degree of student leadership desired, organization/program continuity, implications for institutional liability, available staff support, and amount of participant input desired in program initiation/planning. Under each program type, the guide gives a synopsis of basic features and a description of each school program. Program types and colleges under them are Cooperative Wilderness Adventures--universities of Oregon, Idaho, Oregon State, Washington State, California at Davis, California at Irvine; Coordinated Outing/Outdoor Clubs--universities of California Polytechnic State at San Luis Obispo, Pittsburgh, Wisconsin at Madison; Individual Outing Clubs--none; Canned (Pre-Packaged) Programs--universities of California at Los Angeles, West Virginia, Arizona, California State at San Bernardino, and Montana College of Mineral Science and Technology; Credit Courses--Fort Steilacoom Community College, Earlham College; Commercial Programs (Outward Bound)--University of North Carolina, Charlotte; No Programs--universities of California at Berkeley, San Francisco State; New Program--Central Michigan University. The appendix contains the questionnaire. (RS)

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A DESCRIPTIVE STUDY OF

THE OUTDOOR RECREATION PROGRAMS AND SERVICES

PROVIDED BY

SELECTED U.S. COLLEGES AND UNIVERSITIES

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Conditions of life now demand that preparation in the classroom be consistent with and relevant to life outside the classroom, particularly at the college level. The Society of Park and Recreation Educators states that American universities and colleges have inescapable responsibilities for preparing students for living in a leisure-centered society.

"These responsibilities stem from the primary educational mission of institutions of higher learning and from their nature and function as communities. Although they are communities of a special type and unique nature, nevertheless life needs characteristic of any community must be met. Provisions for meeting the recreation needs and interests of their citizens have been accepted as basic responsibilities of community agencies and institutions. Thus responsibility for student recreation opportunities devolves upon colleges and universities as a corollary of their community nature and function."*

Particularly within the last decade colleges and universities have begun to realize the potential of outdoor settings and experiences in the development of the "whole" individual. Many schools have developed organizations designed to stimulate and facilitate such opportunities for the college-university community. The purpose of this paper will be to report the responses of various U.S. college and university outdoor programs to a questionnaire mailed to selected schools during the spring of 1978. Of primary concern are the philosophies and organizational formats of the outdoor programs studied.

As some twenty schools responded to the questionnaire it became necessary to arrive at an effective method of organizing the data for presentation. Having conducted extensive background research into the literature of outdoor programs I have chosen to

* Society of Park and Recreation Educators, Education for Leisure, A National Policy and Position Statement, 1972, p.3.

use the "Continuum of Outdoor Program Delivery Systems" developed by Blaesing (see Table 1), as my framework. In discussing his model, Blaesing notes that "outdoor wilderness experiences are the objectives common to any outdoor organization discussed"* However the particular format selected for program delivery depends on many variables which can be found on the continuum. Blaesing considers that primary variables to be "the degree of student leadership desired, organization or program continuity, implications for institutional liability, available staff support, and the amount of participant input desired in the initiation and planning of programs."**

With the exception of two schools which responded that they had no outdoor program and one school which replied that they were so involved in establishing their new program that they didn't have time to make an adequate response, all of the programs responding to the questionnaire can be placed on Blaesing's continuum. However, the reader will please note that Blaesing's model is being utilized in this study merely as a convenient vehicle to facilitate classification of outdoor programs by major organizational type. In addition, the variables mentioned above may vary to some degree between programs classified under the same point in the continuum. As we shall see, the needs and resources of each campus are different.

The colleges and universities which responded to the questionnaire are listed in Table 2 according to their place on Blaesing's continuum. The data will be presented in the following manner: There will be a separate section for each major type of program, including a synopsis of the basic features, followed by a separate description of the program of each school listed.

* Blaesing, G. "A Continuum of Outdoor Program Delivery Systems", Student Activities Programming, August/September, 1977, p.46.

**Ibid., p. 47.

Table 1: "Continuum of Outdoor Program Delivery Systems"

participant originated			originated by organization		
Cooperative	Coordinated	Individual	Canned	Credit	Commercial
Wilderness	Outing or	Outing	(Pre-	Courses	Programs
Adventures	Outdoor Clubs	Clubs	Packaged)	Institu-	Outward
			Programs	tional or	Bound,
				Agency	N.F.S.

LIABILITY

No
Institutional
Liability

Partial Institutional
& Individual Liability

Increasing Liability

PARTICIPATION

Participant
Initiated &
Planned

Partial Input in
Planning.
Seniority in
Organizational
Hierarchy

Minimal or No Input Into
Planning.

STAFF FUNCTION

Resource

Involved in Organi-
zational Hierarchy

Staff
Planned

Faculty
Planned

Staff
Planned

*From Blaesing, G., "A
Continuum of Outdoor Program Delivery
Systems", Student Activities Program-
ming, Aug./Sept., 1977; p.47.

TABLE 2

Classification of respondent schools according to their Outdoor Programs' place on Blaessing's "Continuum of Outdoor Program Delivery Systems" (Table 1).

I. COOPERATIVE
WILDERNESS
ADVENTURES

University of Oregon
University of Idaho
Oregon State University
Washington State University
University of Calif., Davis
University of Calif., Irvine

II. COORDINATED OUTING
OR OUTDOOR CLUBS

Calif. Polytechnic State Univ.,
San Louis Obispo
University of Pittsburgh.
University of Wisconsin, Madison

III. INDIVIDUAL OUTING CLUBS

--

V. CREDIT COURSES

Fort Steilacoom Community
College
Earlham College

IV. CANNEL (PRE-PACKAGED) PROGRAMS

University of Calif., Los
Angeles
West Virginia University
University of Arizona
Calif. State College, San
Bernardino
Montana College of Mineral
Science and Technology

VI. OUTWARD BOUND

University of North Carolina,
Charlotte

VII. NO PROGRAM

University of Calif.,
Berkeley
San Francisco State Univ.

VIII. NEW PROGRAM -- LIMITED REPLY

Central Michigan University

My gratitude goes out to all those schools who responded to my admittedly long questionnaire. I hope that my task of interpreting the information received in all its various formats of writing styles does justice to those programs. Often where I was unsure how to interpret a particular point I quoted the passage in question so that the reader could interpret it as prepared by the original author. Another limiting factor was the quantity of material forwarded to me by each responding school. I was able to present more details on some programs than others. In spite of these limitations, I believe that the basic objective of this study has been met. As a result of reading this paper, at the very least, one should become aware of some of the many ways in which college outdoor programs are organized and operated in the U.S. today.

I. COOPERATIVE WILDERNESS ADVENTURES (CWA)

The Cooperative Wilderness Adventure program philosophy represents one pole on the "Continuum of Outdoor Program Delivery Systems." CWA programs operate on a minimum of organization, and strongly emphasize participant-initiated outings and participant decision-making in general. Except for instruction in basic outdoor skills, most activities are initiated by individuals filling out a "trip sheet" and posting it on the program's "Common Adventure Board" to inform other possible "common adventurers" about the outing. In planning, organizing and leading the outing, all participants including the trip-originator share equally in the decision making as common adventurers.

The resultant outing is independent of institutional sponsorship and control. Thus, according to CWA proponents, there is no institutional liability -- it is the individual's responsibility to assume risk.* In addition, CWA outings tend to be low in cost for the participant because there is no paid leadership, insurance premiums or cost for publicity or planning of the outing. The actual expenses of the outing -- food, equipment and transportation -- are generally all that must be dealt with. Because CWA trips are not school-sponsored, participation is generally open to anyone.

In addition to participant decision making, CWA programs usually emphasize non-motorized endeavors, primarily in a wilderness setting. The individual's relation to the environment is strongly accentuated by CWA's as reflected in such philosophies and programs as minimum impact camping, wilderness clean-up projects, etc.

CWA staff coordinators have primarily a supportive role. They serve a resource function in assisting CWA trip planners, and otherwise are concerned with managing equipment rental, special events, instructional classes and clinics, and publicity, as well as the coordination and stimulation of the Common Adventures Board and concept.

The Common Adventures philosophy originated at the University of Oregon in 1967. Since then the concept has been adopted by many schools, particularly in the Northwestern part of the US. Proponents

*Apparently the liability aspect of the CWA philosophy has not yet been tested in court.

of Cooperative Wilderness Adventures have been very active within the past five years producing literature in the college outdoor program field.

Ia. UNIVERSITY OF OREGON

The Outdoor Program at the University of Oregon was the first to develop and utilize the Cooperative Wilderness Adventures concept. The Outdoor Program was formed in 1967 with a budget of \$400, and has grown in scope and size ever since.

The primary objective of the Outdoor Program is to facilitate and support CWA outings. Even the teaching-learning of outdoor skills is done in a Cooperative Adventures' format. This education is viewed as "a reciprocal process, with everyone sharing their knowledge and experience, with everyone totally accountable for their own learning."

In support of the CWA's, the Outdoor Program provides a CWA sign-up board, meeting rooms, lounge, resource library and office, and an equipment rental, repair and resale center. In addition, the Outdoor Program operates a craft center with sewing, audio-visual and ski-workshop facilities. The Program's slide sorter, projector and screen are available to individuals wishing to put together their own slide shows. The Outdoor Program also publishes the "Free Country Times", a semi-annual newsletter listing CWA's on a national scale, and including articles on outings and environmental issues.

Because CWA's are participant-initiated, and not sponsored by any institutions, the Outdoor Program at the University of Oregon attempts to develop reciprocal relationships with other schools and agencies in facilitating CWA experiences for everyone.

In addition to the CWA-supporting services, the Outdoor Program coordinates outdoor orientation for new students at the University of Oregon, and sponsors the "Cascade Winter College". Apparently the Cascade Winter College arranges and initiates a program of wilderness experiences relevant to various academic fields. Academic credit is offered.

The Outdoor Program is funded entirely by the Student Body Government with a current expense of about \$10,000. Apparently most of this money goes to fund the CWA-supporting services, such as the purchase of equipment for rental, publications, etc. The Outdoor Program is

staffed with a full-time coordinator, work-study students and volunteers.

Because there are no formal leaders on the CWA's, the Outdoor Program has no need for leadership training courses. For the same reason, there is no institutional liability on CWA outings. Transportation to and from CWA outings is arranged by the participants as are all other details of the outing.

Program planning is mainly participant-initiated, via the CWA Board. In addition, the coordinator attempts to stimulate CWA outings. Apparently the program has no official advisory council.

Ib. UNIVERSITY OF IDAHO

The University of Idaho's Outdoor Program was initiated in 1973 on the University of Oregon's Cooperative Wilderness Adventures model. At that time the coordinator was hired and the equipment rental center went into operation so as to support participation in activities. "The primary focus in the early days of the program was to get participants out on trips, other informational services developed later."

The objective of Idaho's Outdoor Program is to encourage, facilitate and support the pursuit of outdoor activities which are "non-motorized, generally non-competitive and usually back-country oriented." The program provides: "instructional trips*, Cooperative Wilderness Adventure trips, clinics, slide presentations and films, equipment rental, workshop, resource files and transportation." In addition the Program sponsors an annual equipment swap and sale.

The Program's funding comes from the Associated Students and Student Union fees, with equipment rental providing additional funds. The Outdoor Program is staffed by a salaried coordinator (60% time), an assistant coordinator who will be salaried next year, interns, work-study students, volunteers and other irregular help. The coordinator serves as department head under the Student Union Director.

Like most CWA programs, neither leadership training nor liability insurance are appropriate to Idaho's Outdoor Program. "All activities are potentially hazardous and the University takes no responsibility for accidents that occur on outings. No person is paid to initiate or lead trips."

* I suspect that instructional outings operate under the CWA philosophy, though that point was not clarified in the material received.

Transportation to and from the University of Idaho's CWA outings is facilitated by the Program's 12 -passenger van (at a participant cost of 15¢ per mile) and private cars.

Publicity for the Outdoor Program is in the form of newspaper, ads, radio announcements, flyers, calendars and newsletters. Like the University of Oregon's Program, the University of Idaho's Outdoor Program does not use a formal advisory council. Finally, as in most of the other CWA programs, participation in Idaho's Program is open to anyone.

Ic. OREGON STATE UNIVERSITY

"The program provides resources and facilitates opportunities for individuals to learn outdoor skills and share outdoor pursuits. All of the classes are a sharing of knowledge and skills, and all of the outings are based on the Cooperative Wilderness Adventures concept."

The Outdoor Program at Oregon State University coordinates CWA outings and instruction, operates an equipment rental center and provides slide shows, workshop space and equipment, and a resource center including a "People Resources File". Emphasis is placed on assisting individuals in planning outings.

"The Outdoor Recreation Center and Outdoor Program are part of the Physical Recreation Program offered through the Memorial Union. The Board of Physical Recreation is the major policy governing body." The \$18,000 budget is funded through student incidental fees and revenues from the outdoor equipment rental service. "All the operations and programs are conducted by student staff and volunteers."

Regarding both leadership training and liability insurance, OSU's use of the CWA outing concept eliminates the need for both. Transportation to and from outings must be arranged by participants.

Oregon State University's Outdoor Program is the only CWA program responding to my questionnaire which has an advisory council. The Outdoor Recreation Program Advisory Council was recently established to aid the coordinator "in developing more fully the Outdoor Program's efforts". The members of this advisory council are all students. Apparently it is too early to judge its effects.

Participation in OSU's program, as in other CWA programs, is open to anyone. However, the rental service is for students and recrea-

tion use card holders only.

Id. WASHINGTON STATE UNIVERSITY

The Outdoor Activities Program at Washington State University was initiated in the fall of 1971 utilizing the Cooperative Wilderness Adventures philosophy, and with a budget of approximately \$1,000. The supervisor of the program was a part-time graduate assistant until September of 1975 when it became a full-time position. In its eight years of operation, the Program's Supervisor claims that participation has risen 530% from 400 to 18,000 per year.

The Outdoor Activities Program exists to provide outdoor recreational activities for students, faculty, staff and local residents in the WSU community. "To accomplish this basic goal, we offer instructional programs to educate individuals into the safe and proper ways, as well as environmentally and ethically sound methods of participation in outdoor recreation activities." The program provides a resource center, an outdoor equipment rental facility and a common adventures sign-up board. In addition, the Outdoor Activities Program sponsors long-term educational and expedition-type trips as well as credit classes coordinated through a variety of academic departments. Special seminars and presentations are another feature of the program. Of particular note is the annual Outdoor Photo Contest sponsored by the program.

The Outdoor Activities Program operates as a part of the student union, yet the budget, except for three-quarters of the full-time Supervisor's salary and self-generated income (rentals and class fees), is funded by the student government. In addition to the program's supervisor, the staff consists of part-time student workers including a secretary, rental shop manager and assistants. The paid student instructors "are chosen by their abilities and experience and must have assisted in teaching the type of activities before as a minimum of qualifications." Volunteers and interns are also utilized. Staff training is minimal except for regular meetings to "discuss problems and work out solutions."

Unlike many of the other CWA programs, a general liability insurance policy covers the Outdoor Activities Program. However, the Program relies primarily on good instructors as well as the Common Adventures concept.

The Program has a 12-passenger van for transportation on trips and programs. When more vehicles are needed, carpools are utilized and other vehicles are rented from the University.

In addition to the CWA participant-initiated outings, "program planning involves mostly what we can get together and what you feel will be popular and get a good response to." For publicity the program utilizes the student newspaper, the local radio stations (public service announcements), and the normal posters and flyers, etc. At the start of each semester the Program participates with the associated students in publishing a calendar of events that is distributed free to all students. Participation is open to anyone yet the usual participation has seen few non-members of the University community.

Ic. UNIVERSITY OF CALIFORNIA, DAVIS

The Outdoor Adventures Program at the University of California, Davis was formed approximately 6 years ago under the Cooperative Wilderness Adventures philosophy. The Program strongly emphasizes environmental awareness and concern. Outdoor Adventures is located in a barn near the center of campus. The OA Barn has a resource center, rental center, repair shop, meeting room, CWA Board, office, and "people resource file. The program provides beginning and advanced instruction in outdoor skills.

Outdoor Adventures is a branch of the Union and Recreational Services, and operates with a part-time director and part-time student staff. The program is self-supporting, thus its funding comes primarily from rental charges, and fees for clinics and classes. The Program relies heavily on volunteers.

All of Outdoor Adventures' programs operate under the Common Adventurer policy. However, the instructors of certain skills (rock-climbing, in particular) are paid a stipend for the entire course including instructional outings. In additional contrast to the CWA philosophy, "trip leaders are trained to high standards of proficiency and undergo vigorous training clinics and certification." Outdoor Adventures claims to be protected from liability by their use of the CWA philosophy of facilitating outings rather than sponsoring them.*

*However, if they rely on heavily trained and certified, paid leaders for their advertised trips they may be unknowingly subjecting themselves to institutional liability.

Transportation is handled primarily by carpool. The CWA Board is used in program planning. Classes and clinics are conducted seasonally. For publicity OA relies on quarterly brochures, posters, presentations, etc. For its volunteers, their training and input, Outdoor Adventures holds 2 meetings per quarter. Participation in Outdoor Adventures' programs is open to anyone, though course and clinic fees are slightly higher for non-students.

If. UNIVERSITY OF CALIFORNIA, IRVINE

The University of California, Irvine's Cooperative Outdoor Program was founded in 1972, as an alternative to the club approach. Its purpose is the facilitation of low-cost opportunities for outdoor/wilderness experiences and to help "develop skills which can enhance each individual's experience." Individual responsibility and environmental awareness are stressed. Additional objectives include "the development of new and more meaningful interpersonal relationships" among participants, as well as to "promote self-reliance by allowing each participant to initiate, direct and make decisions about his/her degree of competency in wilderness pursuits."

Although the Cooperative Outdoor Program (COP) basically utilizes the Cooperative Wilderness Adventures philosophy in regard to most outings, it is interesting to note that never is the concept mentioned by name. "All trips are originated by volunteers with no charge above the actual cost of transportation, food and equipment. Volunteers pay their own way."

Central to the CWA concept is the tenant that all outing participants, including the trip originator, go as equal "common adventurers". Thus in order to operate a successful CWA outdoor program a steady stream of trip originators is needed. One method that UCI is using to entice individuals into initiating outings, short of paying them to do so, is through the use of two annual scholarships to the Colorado Outward Bound School (Please see section VI of this paper for a description of the Outward Bound concept.). These scholarships are facilitated by cooperative relationships between several campus departments, including an outdoors-oriented residence hall (the Outdoors Hall) and the Environmental Studies Department.

Each scholarship comes from the following sources: Colorado Outward Bound School (\$312.50); "Mesa Court Funding Sources (Outdoors Hall and Student Programs Education Fund)" (\$237.50); and Cooperative Outdoor Program (\$75.00). Successful applicants for the Outward Bound scholarships attend a three-to-four week Outward Bound course during the summer preceeding their duties for UCI.

In accepting the scholarship, the student agrees to: (1) be a resident of the Outdoors Hall during the upcoming academic year; (2) conduct or coordinate 2 seminars in outdoor-related activities during the academic year for dorm residents; (3) conduct or coordinate 2 outings for residents of the Outdoors Hall during the academic year; (4) initiate 2 outings under the auspices of COP during the academic year; and (5) serve as central resource person for the Outdoors Hall and assist the resident assistants in developing "a total hall program".

The position of Outdoors Hall Staff is viewed as a paid position. Since payment must necessarily precede services rendered, it is expected that should the individual not fulfill his or her responsibilities, he or she will refund the Outdoors Hall and the Student Programs Educational Fund the \$237.50 provided by those sources.

The Outdoors Hall also provides a setting for a course sequence in Environmental Studies. In addition to their responsibilities outlined above, the student Outdoors Hall Staff provide assistance in both the in-class sessions and field trips offered as a part of the Environmental Studies classes. They receive \$50 per quarter for this service.

To return to a description of COP, outings are billed as "low-cost, non-competitive and self-propelled." Additional services include an equipment rental center and resources library, as well as assistance in trip planning and sponsorship of various on-campus presentations.

One apparent departure from the CWA philosophy is the "Annual Colorado River Canoe Trip" which is co-sponsored by COP and the Outdoors Hall. This popular outing appears to be of the "pre-packaged" variety (Please see section IV of this paper for a discussion of "canned" or "pre-packaged" programming.). Participants must complete a canoe safety course before the outing.

COP is operated by the Office of Campus Organization Services, and funded by student Registration fees. Because COP's programs operate

under a CWA-like philosophy, participants assume the risk involved. However, liability waiver forms are also used. Transportation is primarily by carpool.

For publicity, COP relies on a quarterly brochure, banners, and advertisements in the student press and radio station. Apparently the Program has no official advisory board. UCI students have first priority for participation in COP programs, though non-students are also welcome.

II. COORDINATED OUTING OR OUTDOOR CLUBS

Those schools responding to the questionnaire that operate outdoor programs via outdoor clubs, generally fund the clubs with student government money to purchase equipment and conduct outings for the campus community. Generally these outdoor clubs operate to provide enjoyable outdoor experiences at a "minimum of cost and "hassle" to the participant. As outdoor clubs, these organizations operate with a basic club structure: membership, elected officers, regular meetings, etc. Outings have official leaders (vs. the cooperate wilderness adventures method) and the programs are covered by university liability insurance. Leadership training is generally informal with proven experience in an activity the main criteria for eligibility to be a leader. Club members generally serve as volunteer leaders of all outings.*

The club method is perhaps the most traditional method of providing a structure for facilitating outdoor activities. Outing clubs which operate programs in more than one general type of activity (such as the ones to be discussed in this section) are an outgrowth of clubs that are limited to a single purpose activity, such as climbing, skiing, SCUBA diving or sailing. However, both types operate through a single organizational hierarchy (as compared to the coordinated, multifaceted outdoor club model which we consider in the latter part of this section).

Two schools with outdoor clubs and one school with coordinated outing clubs will be presented in this section:

IIa. CALIFORNIA POLYTECHNIC INSTITUTE- SAN LUIS OBISPO

Cal Poly- San Luis Obispo has had an outings club since at least 1950. The club was reconstructed in its modern form as the Outings Committee in 1969. The purpose of the Outings Committee is "to enable members of the staff, faculty and student body to participate in outdoor activities with a minimum of cost and

*However I suspect that their personal costs on the outing are covered by participant fees.

and hassle to them."

The Committee offers outings in which participants have the option of having their food arranged by the club (at an extra cost). "In order to accommodate as many interested people as possible, the Committee functions in a manner so as to provide much of the organization needed for an enjoyable trip." At the Committee's office, "The Escape Route", they have a rental center, meeting room and resource center. The Committee meets weekly and provides slide shows, seminars and other presentations for the campus community. In addition to the Committee's sponsored outings, committee members are available to assist individuals in planning their own outings.

The Outings Committee is funded by the associated students and through equipment rental fees. The Committee's expenses are for equipment and publicity. All trips are self-supporting.

The Committee is headed by its student chairperson with 6 other elected officers whose duties are broken down by function: transportation, publicity, food, rental center, secretary, treasurer. Currently the Committee has no limit on the number of voting members and non-voting associate members. "To qualify for voting privileges, a member must attend half of the Committee's meetings or may also qualify by attending 2 meetings and one outing per quarter." For reasons not available to me, the committee's new proposed by-laws tighten up the number of voting members to 40 maximum. In addition, the proposed criterion to qualify as a voting member states that "the member must agree to lead at least one program during the year they will be voting in."

In addition to the volunteer membership, the Outings Committee also has a non-voting advisor who is appointed by the Director of Student Activities. The advisor has veto power over Committee decisions unless 2/3 of the voting members vote to override the veto.

Outings are planned and led by club members as volunteers. "Trip leaders learn by experience and must meet the chairman's and advisor's approval to lead a trip." Several problem-solving

workshops are held each year for leadership training. Liability insurance for the Committee is provided through the associated students. Transportation is provided by carpool and the Outings Committee reimburses gasoline cost out of the trip fees. Park entrance fees are reimbursed in the same manner. Approved outings are posted by trip leaders for participants to sign up. For publicity, the Committee uses the traditional methods.

The ASI Program Board serves an advisory function to the Outing Committee. Through its weekly meetings, the club has another means of staying in touch with the desires of those served. Participation on the Outing Committee's outings is open to anyone, but the students, faculty and staff of Cal Poly have priority.

Iib. University of Pittsburg

The University of Pittsburg's Pitt Outdoors Club or "Robin Hood's Merrie Band" was formed in 1969 and named after its predecessor R.H.M.B., which was dissolved in the 1940's. "Basically it was a group of friends who wanted to do outdoor activities together and also draw from other resources. Gradually the University, because of its urban nature, recognized a need for a group like ours and provided funds for equipment."

The philosophy of the Pitt Outdoors Club is to allow as many people as possible to participate at the smallest expense to the participant. The club sponsors weekend trips to surrounding wilderness areas the year round, and extended outings over academic breaks. In addition, the Outdoors Club presents on-campus programs to familiarize the campus community with their activities.

"Only undergrads at University of Pittsburg may be members of the club, but membership is not required for participation." The club has three elected officers - president, vice-president, and secretary/treasurer, and decisions are made by the membership at the club's regular meetings. The Outdoors Club is funded from the University student activities fee which is distributed through the student government. "The University, however, does not interfere

in our activities and allows us tremendous freedom." (Apparently the club does not have a faculty or staff advisor.)

Leadership on the Pitt Outdoor Club's activities is provided by club members on a voluntary basis. Leadership training is informal. "A person participates in activities until s/he feels competent enough to lead trips." The University provides liability insurance coverage for club trips and activities. Transportation is provided by carpool.

Programming is "on the most informal level" and the club does not have a special program group other than members and officers. For publicity the Pitt Outdoors Club utilizes flyers, newspaper ads, etc. and word of mouth.

IIC. MULTI-FACETED OUTDOOR CLUB -
UNIVERSITY OF WISCONSIN - MADISON

The Hooper Outdoor Program was organized within the Wisconsin Union in the 1930's by students whose primary interest was skiing and canoeing. Currently the Program is operated as a Union-funded federation of activity clubs. By 1974 the federation consisted of skiing, sailing, riding, mountaineering, outing (canoeing, kayaking, backpacking, cross-country skiing, biking), and ecology clubs.

"From a philosophical perspective, the Hoopers Outdoor Program fulfills the outdoor recreation portion of the Union's social education mission." Premises which help translate this philosophy into reality include: "promotion of participation in non-motorized outdoor activities" with emphasis on ecology and conservation; as well as emphasis upon physical, emotional and intellectual development. The development of leadership skills is coupled with an emphasis on instruction and skill development.

The following page is a copy of the organizational chart of the Hooper Outdoor Program. "The Hooper Council fulfills an overall leadership responsibility for the total Hooper Outdoor Program." Its 11 members consist of 6 club representatives and



5 members elected at large. Besides serving such administrative functions as approval of club budgets, the Hooper Council serves a coordinating function for the 6 outdoor clubs and sponsors inter-club activities. The Hooper Council promotes workshops and an outdoor activity resource center as well as the Hooper Program newsletter. The Outdoor Program Director, as a member of the Union staff, serves as advisor to the Hooper council and program.

Within the 6 outdoor clubs, the degree of formality and structure in club organization is "directly related to the number of members in each club". The sailing and ski clubs (1,000 and 2,500 members respectively) have highly structured executive committees which make all major decisions. In the smaller clubs the general membership has a great deal more input into most of the club decisions, particularly in planning small trips.

The Hooper Outdoor Program's activities are apparently self-supporting. "Union members wishing to participate in the Outdoor Program pay a fee.* Accumulated fee monies fund the program by providing equipment, services, instruction and facilities."

Traditionally, all committees and clubs operating under the auspices of the Union Programming Board have been required to turn over surplus funds to the Union operation budget at the end of each year. However, the Outdoor Program is permitted to keep all surplus funds at the end of each year "because of its unique need to purchase equipment, and to handle unanticipated emergencies." All purchased equipment is donated to the Union. "The Union capitalizes the equipment and it is made available for the exclusive use of Hooper members."

Each club develops its own budget based on a fiscal year (June 1-May 31). "The budgetary process acquaints new student leaders with the magnitude of past and current goals of the program. It also places student leaders/programmers in a position where

*Note: The Union is a membership organization. As of 1974 it had 35,000 student and 41,000 non-student members. "Only Union members and guests are eligible to participate in the Hooper Outdoor Program."

relatively long-range priorities need to be considered, and the plans developed accordingly. Budgets serve as a valuable program evaluation tool during the course of the year." In addition, each club makes its own equipment purchasing decisions.

As club members, leaders on Hooper Program outings are volunteers. However, as only paid University employees are covered by the University's liability insurance policy, "many Hooper trip leaders are registered on the University payroll, and have thus become eligible for liability coverage."

In several of the clubs, skill instructors participate in training clinics and are certified by the club to teach. However, the clubs also emphasize the value of informal teaching-learning situations.

Group travel on Hooper Program outings is often by bus, "making for a both ecologically and economically sound program."

III. INDIVIDUAL OUTING CLUBS

Blaesing's concept of the "individual outing club" is that "these special clubs reflect a philosophical scope limited to a single activity such as climbing, hiking, skiing, SCUBA diving or sailing."* As my purpose in conducting this study was that of seeking information from college and university outdoor programs offering more than one type of activity, the very design of my project descriminates against such limited purpose organizations. As such, I wrote to no "individual outing clubs"; however, the basic methods of club organization and structure can be seen in the preceeding section regarding "outdoor clubs" in particular.

* Blaesing, p. 48.

IV. CANNED (PRE-PACKAGED) PROGRAMS

This next category to be discussed includes the outdoor programs at UCLA; West Virginia University; University of Arizona; Calif. State College, San Bernardino; and Montana Tech. Organizationally these programs vary significantly, however I have grouped them together because of their common feature: activities are staff-planned and initiated. With this type of programming there is an ensuing increase in institutional liability. The objective of these pre-packaged programs is primarily to provide skill instruction and/or recreational opportunities for students and other members of the college or university community.

IVa. UNIVERSITY OF CALIFORNIA, LOS ANGELES

"At UCLA outdoor recreation is conducted under the auspices of two subdivisions of the Office of Cultural and Recreational Affairs." The Recreational Instructional Program offers non-credit skill acquisition courses in downhill and nordic skiing, ski conditioning, bicycle touring, backpacking and rock climbing. The University Recreation Association sponsors sports and special interest clubs.

Looking at the Recreation Instructional Program first, its non-credit outdoor recreation courses have only been implemented within the last two-to-three years. (The Recreation Instructional Program also sponsors courses in aquatics, art, dance, individual sports, martial arts, physical fitness, and team sports.) "It is our hope that the program offers substantial opportunity for students, staff and faculty to learn instructional skills in wilderness education and survival, which will continue to be useful as lifetime leisure pursuits." Besides providing an opportunity for students to develop skills in a structured and supportive environment, the class program aims to promote positive social interaction, and awareness and appreciation of the ecological balance of the wilderness.

Course costs for the Recreation Instructional Program are covered by the departmental budget, which is funded from student registration fees. (Faculty and staff must purchase a "recreation

privilege card" to become eligible to participate in these courses.)). Therefore no additional user fee is charged to the participants, excluding equipment rental and incidental outing expenses.

Instructors are generally para and full professionals with 4-8 years teaching experience. Additionally all of them have strong experiential backgrounds, as well as skills in wilderness survival and first aid.

The classes meet for classroom sessions once per week for 6 to 8 weeks. "To convert the somewhat sterile classroom setting into reality, 1 to 3 field outings are included in each class."

Liability is a major concern for the Recreation Instructional Program. For all class outings, the University provides insurance coverage which "covers medical and emergency costs until the student may return to the campus Student Health Service." In addition, prudence in the planning of classes and outings, and the calibre of leadership are "integral to a reliable program."

UCLA does not operate an equipment rental center, although the Student Union is planning the construction of one. "Until that time numerous arrangements are made with local merchants, who provide discounted rates on all equipment."

In addition to the Recreation Instructional Program, the University Recreation Association (Sports Clubs) operates a program organized by student members. The orientation is largely toward social outings. The most active of these clubs is the downhill ski club, with a membership of approximately 1,000. "No fees are charged for club membership, however participation in trips must be purchased." Thus this branch of UCLA's programming is the club approach, as considered in the preceeding section of this paper.

IVb. WEST VIRGINIA UNIVERSITY

West Virginia University's Outdoor Recreation Center has been in existence for about seven years. The Center is part of the Recreation/Intramural Department, consisting of an over-all program advisor, intramural coordinator and crafts shop coordinator.

The Outdoor Recreation Center attempts to accomodate the outdoor recreation needs of students, faculty and staff by providing rental equipment, resource services and by sponsoring trips and races. Appar-

ently the Recreation Center operates its own downhill and cross-country ski areas.

The budget, which is funded through "Student Educational Services", appears to be primarily for equipment purchase. The staff consists of a 9-month, full-time supervisor, a student equipment manager and work-study students. No mention is made of leadership training.

Trip waiver forms are relied on for liability purposes. Transportation is provided by bus or carpool.

"Program planning is done as far in advance of the event as possible." Publicity includes student newspaper coverage, local radio, posters, banners, flyers and meetings. No mention is made of the existence of a program advisory board.

IVc. UNIVERSITY OF ARIZONA

The University of Arizona's Program Office and Student Union Activities Board Recreation Committee appear to work in close conjunction in providing outdoor recreation programs and services to the students, staff and faculty of the University, as well as the general public. The Student Union Activities Board (SUAB) was formed by 8-10 student organization presidents in 1951. "SUAB was formed to plan activities for students by students, under the guidance of the Student Union, which had just been constructed." The Hiking and Outing Center, operated by the Student Union's Program Office, has been in operation, primarily as an equipment rental center, since September of 1976.

The goals and objectives of the Program Office and Recreation Committee are the provision of free or low-cost outdoor activities, primarily for students. SUAB's Recreation Committee implements most of the outings and on-campus presentations, with the advice and assistance of the Program Office's Program Aide. As a full-time employee, the Program Aide is also responsible for overseeing the operation of the Hiking and Outing Center (equipment rental), and initiating other services such as a "hiking board" (similar to a "Common Adventurer Board?"), and outing resource center.

Both the Program Office and the Recreation Committee are funded via monies that are self-generated by the Student Union. In

addition the Hiking and Outing Center also relies partly on funds generated from equipment rental and sales.

The SUAB Recreation Committee is a student committee whose chair is a representative on the Student Union Activities Board, like the chairs of the other activity committees (Arts & Entertainment, Trips & Tours, Films, Hostesses, Special Events, Publications, and International Forum). Apparently all of the University of Arizona's outings are led by paid students.

On "approved outings" the University provides liability insurance. A waiver form is also used. Transportation is provided by chartered buses, carpools and occasionally University vehicles.

Regarding programming, "Each Chairperson and Committee is responsible for planning. If plan is workable, practical and acceptable, implement by same." The reader will note that the University of Arizona's program has been grouped as a "canned" (vs. club) program even though it is primarily student-operated. In contrast to the club model, where the officers - leaders are elected from below by a membership, Arizona's SUAB Recreation Committee Chair is chosen from above by SUAB, via an application process.

Arizona's programs appear to have no official advisory board, though SUAB may partially fill that function. The following publicity methods have been used: "posters, food booths, balloons, table tents, banners, radio P.S.A.'s, informing local public schools, newsletter."

IVd. CALIFORNIA STATE COLLEGE, SAN BERNARDINO

Calif. State College, San Bernardino's "Escape 78" aims to provide our students with the opportunity to learn about, and discover California's outdoors while participating in leisure time activities. We attempt to create an informal atmosphere which will enable students to make new acquaintances, exchange ideas, and develop personal awareness. Our objective is freedom. Freedom to DO, SEE, WONDER and CREATE.

Historically speaking, the Escape Program is approximately 3 years old. The three phases of its development, as outlined by the Activities Director, are: (1) "The Activities Director and Recreation Coordinator get together and plan a program." All programs were designed

to be self-supporting. "Roughly half of the trips made." (2) Financial support was sought from the student government, and student input was requested in planning the program. "... reduce the cost of programs, publicize and hope for the best. Roughly 80% of the trips made." (3) This phase emphasizes the need for patience and publicity. "Word of mouth spreads the good news, more student input, funding of ASB (became) ongoing, and finally just about every trip planned becomes a tremendous success."

The programs are designed to appeal to "our complex student body" including older individuals. As such, in addition to its outdoor outings, Escape 78 also sponsors trips to sports events, and even a weekend of gaming and floor shows in Las Vegas. The Program's brochure states that "we are very receptive to individuals who would like to sponsor a trip."

Program funding is provided by the Associated Students, who budget \$600 to \$800 per year. "This money is used primarily to reduce the cost of a trip and therefore to afford more individuals the opportunity to participate." Administrative support is provided by the Physical Education Dept., and the Student Affairs Activities Dept. The Program "is part of a full-time person's responsibility." The outing leaders are volunteers, and "the fees are charged to cover only costs of transportation, food and special equipment." Programs are self-supporting.

Apparently Escape 78 has no leadership training requirements or courses. No mention is made of liability insurance, however the Program does use a waiver form. Transportation on outings is provided by State vans, chartered buses and carpools.

Program planning occurs approximately four weeks prior to the start of a new quarter. "Ideas are discussed, problems worked out, reservations made and program finalized." For publicity, the Program relies on posters, flyers, and articles in the campus newspaper, as well as the "Escape" brochure which is handed out at registration. There is no mention of any kind of program advisory board. Students have priority for participation on Escape outings, but if space is available, faculty and staff can participate.

Ive. MONTANA COLLEGE OF MINERAL SCIENCE & TECHNOLOGY

Montana Tech responded to the questionnaire primarily by forwarding a copy of their "Student Activities Bulletin" for 1978. Therefore I can present only a limited look at their outdoor program.

The intended goal of the outdoor recreation program is to provide Tech students the opportunity to rent a wide range of outdoor related equipment, and also travel and explore local unique natural areas. Outdoor skills are emphasized to the extent that learning skills provide the medium for travel and encounter with the environment.

Montana Tech's Outdoor Recreation Program is new within the past year (since 9/77). In contrast to other "canned programs", Montana Tech utilizes its Mountaineering Club members as the primary source of leaders for the trips planned and funded by the Student Activities Office -- Outdoor Recreation Program.

Outing leaders are paid for their services. "Trip costs are computed to cover costs of transportation, leadership and insurance." "Usually trip costs will be substantially below what it would cost an individual to do the same trip." Program emphasis is on the teaching and learning of outdoor skills.

Trips are announced by articles appearing in the student press, and through the use of flyers and radio announcements. Outings are open to students, faculty and staff, and vacancies may be filled by students of other institutions.

V. CREDIT COURSES

The outdoor programs grouped under this category offer academic credit in a variety of disciplines and thus are taught in a course format. Course leadership is paid and college liability insurance is provided. Courses are planned by the instructors and emphasis is on the teaching/learning of outdoor skills and/or academic subjects (usually interdisciplinary). The two "credit course" schools which responded to the questionnaire are quite different in their approach. These schools are Ft. Steilacoom Community College of Tacoma, WA. and Earlham College of Richmond, Indiana.

Va. FT. STEILACOOM COMMUNITY COLLEGE

The outdoor program at Ft. Steilacoom Community College is basically a "2 year program of instruction to create a high standard of professional mountain guides and instructors." The program was initiated by the Student Center manager. "I felt like teaching a mountain climbing course both for fun and for a few dollars so I created a credit class and taught it." Student response was overwhelming, so he developed more and more classes and began utilizing other climbing and mountaineering experts as additional instructors.

"One of our state representatives called me requesting that I help her develop legislation to make mountaineering safer. Such a concept upset me as recreational mountaineering should not be regulated at all." "Education not legislation" became his theme in developing the mountain guide and instructors curriculum.

The organizational structure at Ft. Steilacoom is totally within the professional instructional system. There is no outdoor program per se', however as the originator of the mountaineering courses, the Student Center manager serves as the "informal leader or authority for all mountaineering courses".

Both credit and non-credit (community service) courses are offered, including seminars, clinics and outings. Credit course

funding comes from institution/dept. funds and a small lab fee. Non-credit courses are self-supporting.

Leaders-instructors are "paid professional mountaineers and some nominally paid assistants who are learning the business." For training, the Student Center manager has been training each instructor or assistant, though, as mentioned above, they are in the process of completing the creation of a curriculum for "Professional Mountain Guides & Instructors".

To handle the liability issue, waiver forms are utilized and the college/state provide liability insurance to a \$1 million per student. Transportation is provided by car pools. For publicity, the courses are listed in the college's class schedule and catalog. Participation is open to anyone.

Vb. EARLHAM COLLEGE

Earlham College's Wilderness Program operates two types of instructional credit programs: Wilderness Pre-term and South-West Field Studies.

Wilderness Pre-term is a one-credit course that runs for four weeks before the beginning of the fall term. The Pre-term "is designed primarily for entering freshmen, men and women, but is open to other Earlham students." The cost is \$595., which includes, tuition, equipment, and all expenses once the student arrives on campus. Scholarships are available.

"Participants live in patrols of 8 to 10 students with trained upperclass instructors, and faculty members who become the students' academic advisors on the return to campus." The program is based on the belief that group interdependence and experience are heightened via the use of the wilderness setting. Wilderness Pre-term utilizes the Outward Bound -- physical challenge/personal growth model of outdoor programming (To be discussed in the next section of this report.).

Training is provided in outdoor skills, navigation and first aid, along with the rotation of leadership responsibility.

Academically, Pre-term includes "on-the-spot study of geology, biotic communities, and history of the land." "The measure of our success is the degree to which each member develops sensitivity to the environment, excitement in studying it, and self-assurance in facing college and an ever-changing world."

Southwest Field Studies is the second form of credit outdoor instruction offered by Earlham's Wilderness Program. SWFS utilizes natural areas of the desert Southwest, museums and research centers, in studies of regional natural history. "These resources are also utilized as environments for evaluating experiential education processes and goals and for developing backcountry travel and teaching skills." As an outdoor program, SWFS spends half of the time in "backcountry travel, backpacking and rafting." The remaining time is spent in travel and in-town stays.

An interdisciplinary approach is taken to material, with Biology, Education and Geology as the primary areas of study. Elements of History, Meteorology/Climatology and Geography are also included. "First-hand experience with the subject of study is the primary instructional tool."

One of the specific program objectives is the training of potential leaders for outdoor education programs. However, unlike the Pre-term, "SWFS is not a physical challenge/personal growth program. Though personal growth often occurs and physical activity is an integral part of the program, these are not the primary objectives." The two courses offered through Southwest Field Studies are Regional Natural History, and Experiential Outdoor Education, each offering 1.5 academic credits. The tuition for SWFS is not mentioned.

The Wilderness Office Director (one-third-time position) coordinates both Pre-term and SWFS, and the programs are staffed by faculty and salaried students. SWFS graduates serve as the student-staff on the Wilderness Pre-term, utilizing the "Wilderness Pre-term Instructors Manual" as a guide. The college provides insurance, and college vehicles are used for transportation.

For publicity, the Wilderness Program utilizes brochures and listings in the college catalog. A Student/Faculty Advisory Committee advises the Director. Program participation is open primarily to Earlham students, although students from other colleges may participate in some instances.

VI. OUTWARD BOUND - TYPE PROGRAMS

Programs of the Outward Bound format come under the "originated by organization" pole of Blaesing's Continuum.* Such programs are generally highly structured and organized to the point of providing all equipment, transportation and food. Basically Outward Bound-type programs attempt to develop personal confidence and growth in participants, via the vehicle of structured, challenging individual and group experiences generally in a wilderness setting.

The Outward Bound form of action-oriented education is based on the training program developed by German and British educator Kurt Hahn to give British merchant seamen additional strength, courage and will during World War II. Since then Outward Bound Schools have been established in several countries, including seven in the U.S.

Except for the Wilderness Pre-term course offered at Earlham College, only one other school responding to the questionnaire offered an outdoor program in the personal growth/physical challenge format. This is the University of North Carolina, Charlotte's Venture Program:

Via. UNIVERSITY OF NORTH CAROLINA, CHARLOTTE

The UNCC started its Venture Program in 1971 as a wilderness education program sponsored jointly by the Office of Student Affairs and the College of Social and Behavioral Sciences. "Originally an adaptive Outward Bound program, Venture has maintained a close adherence to the OB philosophy while evolving an identity and purpose unique to itself."

Following the Outward Bound school of thought, the Venture Program uses the natural environment as a setting for developing "individual initiative, creativity, physical health, and a sensitivity to, and communion with, the environment and other people." Key components in the Venture philosophy are physical challenge,

*Blaesing, p. 47.

group interaction and feedback, and personal reflection.

"Venture activities may be on vertical rockfaces, in the woods, on mountaintops, in the backcountry on bicycles, on fast-moving rivers, or encountering our urban wilderness." A typical Venture course involves a 2-3 hour orientation session during the week, followed by the field experience that weekend. All equipment, transportation and food is normally provided. "Fees for a Venture activity are kept as low as possible to encourage full student participation." Group size is kept small so as to minimize environmental impact and facilitate group awareness.

In addition to weekend outings, Venture offers extended summer experiential outings of approximately three weeks duration. These courses offer 3 units of academic credit through the College of Social and Behavioral Sciences.

Venture's funding sources include student activity fees, course fees, charges for equipment rented through the Program's Equipment Rental Center, and charges for the rental of the Program's 15-passenger van. Participant fees appear to be quite reasonable, with the cost of most weekend trips under \$15 for UNCC students.

The Program is staffed by graduate interns, volunteers, outside specialists and paid student assistants. The "North Carolina Outward Bound School Instructor's Handbook" is used as the basic reference for leadership training and outing format. Regarding liability, Venture relies on a waiver-release form and "competent, conservative leadership -- always mindful of Murphy's Law!"

The Management by Objective Process is used in program planning. For publicity, Venture relies on posters and advertisements in the student press.

Throughout its history Venture seems to have been guided by one or another type of policy-making or advisory group. In addition, the Student Union Advisory Council provides input into the programming. Participation in Venture's programs is open to "the entire community, either as full-time or continuing studies students."

VII. NO PROGRAM

Both San Francisco State University and the University of California, Berkeley responded that no outdoor program is in existence on their campus.

Berkeley's letter stated, however, that the campus is "in the planning stages for an outdoor recreation program", which they hope to initiate in 1978-79.

VIII. NEW PROGRAM -- LIMITED REPLY

The coordinator of the program at Central Michigan University responded that he had insufficient time to adequately respond to the questionnaire.

CONCLUSIONS

In conclusion, it may be said that college and university outdoor programs appear to have developed and evolved in a different fashion at almost every school responding to this study. Each school, because of its unique set of available resources, needs and/or sources of demand for outdoor programming, (Not to mention its timing with respect to current trends in the field), has unfolded its own approach to the provision of this service.

As stated in the Introduction, for the purpose of providing a framework for this paper, the responding college and university outdoor programs were arbitrarily grouped according to their "primary features" along the points of Blaesing's "Continuum of Outdoor Program Delivery Systems". However, it can be seen that most if not all of the schools responding utilized variations and/or sub-programs from other primary types, as well as some adaptations endemic to only one school. Thus Blaesing's Continuum model can serve a useful heuristic function in the grouping of outdoor programs by type, as long as the reader realizes that a particular label is likely to describe only a part of any outdoor program in question. The unique features of each program demand individual study.

Finally it is hoped that the numerous program and organizational descriptions and ideas, brought forth within this paper, can be utilized by colleges and universities, as well as agencies serving individuals of all age and skill levels, in the planning, development and modification of outdoor programming.

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COLLEGE & UNIVERSITY OUTDOOR RECREATION PROGRAM STUDY

Your response to the items below would be greatly appreciated by myself and the CSES Outdoor Recreation Program. Please forward your reply, including any sample brochures or documents, to me at my home address, below. Thank you for your time and assistance.

Paul S. Branson
33 Simmons Way
Davis, CA 95616

ITEMS OF INQUIRY:

1. The organizational structure of your outdoor recreation program, including its relation (if any) to other programs and services within the overall organizational structure. In addition, if you can provide a sample organization chart and a copy of your operating manual, it would be of great assistance.
2. The philosophy of your program, including its goals and objectives.
3. The types of programs and services offered, (i.e., clinics, outings, common adventure board, rental service, etc.) Please forward brochures or other literature regarding your programs.
4. Sources of funding and types of expenses. (A copy of your budget?)
5. Staffing methods (volunteers, interns, work-study, etc.)
6. Personnel and leadership training methods and handbooks, if appropriate.
7. Types of liability insurance, if any, and samples of waivers, releases, and similar forms if used by your program. Generally, how does your program deal with the problem of liability?
8. Types of transportation used to and from outings.
9. Program planning procedures and sample forms.
10. Methods used to publicize the program and its activities.
11. The existence of a program coordinating commission or advisory council. (If so, its structure and function.)
12. Who is eligible to participate in your programs?
13. A brief history of your program, with particular emphasis on its initial stages.
14. Finally, if you are aware of outdoor recreation-type programs operated by other colleges and universities, your referral of their names and addresses would be of valuable help to me in expanding the scope of this project.
15. Your comments are also welcome.

APPENDIX B: LATE REPLIES

This section is reserved for the future insertion of the descriptions of college and university outdoor recreation programs, which were received after April 15, 1978, the cut-off date for the writing of the initial report.